

**2006-2007
Michigan School Readiness Program
Staff Qualifications**

Language in the 2006-2007 state aid bill updates staff requirements for teachers in Michigan School Readiness Programs (MSRP). Requirements of all programs include:

LEAD TEACHERS

Teachers must meet the qualifications for this program **upon hire**.

For **school aid** programs managed by the district, each teacher is required to have a valid Michigan teaching certificate and an early childhood specialist (ZA) endorsement.

When district/psa programs subcontract with eligible child development programs, and for **Competitive** MSRP grants, each teacher must have:

- a valid Michigan teaching certificate with an early childhood (ZA) endorsement; or
- a valid Michigan teaching certificate with a child development associate (CDA) credential; or
- a bachelor's degree in child development with specialization in preschool teaching.

Noncompliance. Grantees that employ teachers who do not meet the requirements as indicated are in noncompliance status. If a grantee demonstrates to the Department that it is unable to hire qualified teachers, teachers who have significant but incomplete training in early childhood education or child development may be employed. Those programs will document recruitment efforts and annually submit written compliance plans.

1. Document recruitment efforts to include the following: identification of the search and screen committee, including individuals outside the hiring unit to serve as committee members, position description, advertisement(s), form letters and notices; and evidence of the journals, publications, electronic bulletin boards, institutions, departments, professional organizations, meetings, and personal and professional networks to which advertisements and notices are sent or offices/individuals with whom contacts are made.
2. Submit a written compliance plan for the individual teacher who does not meet the qualifications. This plan must outline how compliance is to be achieved and include an anticipated compliance date. The plan must include specific activities and timelines. For any individual on a compliance plan, educational progress must be noted. Educational progress is defined as completion of credit-bearing coursework and/or the field experience/student teaching necessary to complete the endorsement according to the workplan established for the endorsement candidate by the college or university.

A teacher's compliance plan must be completed within four years of the date of employment. Progress toward completion of the compliance plan shall consist of at least two credit-bearing courses per calendar year.

For subcontracted programs only, whether funded by school aid or through the competitive process, teachers must minimally meet requirements of 90 credit hours and at least four year's teaching experience in a qualified preschool program. A qualified preschool program is defined as a program holding National Association for the Education of Young Children (NAEYC) accreditation, or one that has earned a quality score of 4.5 or higher on the Program Quality Assessment (PQA) as administered by a consultant from the Office of Early Childhood Education and Family Services.

PARAPROFESIONALS

Paraprofessionals must possess proper training in early childhood development including:

- an associate's degree in early childhood education or child development or the equivalent; or
- a child development associate (CDA) credential; or the equivalent as approved by the State Board (120 clock hours).

Newly-hired paraprofessionals must have at least one credit-bearing course in an appropriate training program and are allowed two years from the date of hire to complete the required training. Progress toward completion of the compliance plan shall consist of at least two courses or 60 clock hours of training per calendar year. For any individual on a compliance plan, educational progress must be noted.

HOME VISITOR IN A HOME-BASED MODEL

Home visitors must have one of the following:

- an associate's or bachelor's degree in child or human development, early childhood education, family life education, parenting, social work or related field or
- a child development associate credential (CDA).

EARLY CHILDHOOD SPECIALIST

The *Early Childhood Standards of Quality for Prekindergarten* require all classroom programs to have an **Early Childhood Specialist** who has:

- a graduate degree in child development; or
- a graduate degree in early childhood education
and
- experience in planning, developing, implementing and evaluating curriculum for a variety of child populations; and
- experience in the supervision and evaluation of personnel.

An Early Childhood Specialist for a home-based program must have:

- a graduate degree with background in early childhood education, child development, family life education, or adult education, and
- received interdisciplinary training in both working with young children and adult family members.

The role of the Specialist is to provide support, consultation, technical assistance and training to the teaching staff. This person assists in evaluating the program and provides feedback for continuous improvement. Each program benefits from an objective observer, resource and ongoing relationship with a consistent trainer.